

Kentucky Department of Education Professional Development Standards

PD Standards	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited level of development and implementation	1 Little or no level of development and implementation
<b>Standard 1: Professional Development is aligned with KDE/KBE goals and priorities; Kentucky’s Standards and Indicators for School Improvement; and Kentucky Experienced Teacher or Interstate School Leaders Licensure Consortium Standards or professional/job standards.</b>	<p>There is a cohesive relationship among the goals, priorities and standards. Standards intentionally anchor PD and provide the framework throughout all planning phases.</p> <ul style="list-style-type: none"><li>• Data collection from needs assessment</li><li>• Design of professional development</li><li>• Implementation of professional development</li><li>• Evaluation of professional development</li></ul>	<p>Standards and priorities intentionally anchor PD and provide the framework throughout all planning phases.</p> <ul style="list-style-type: none"><li>• Data collection from needs assessment</li><li>• Design of professional development</li><li>• Implementation of professional development</li><li>• Evaluation of professional development</li></ul>	<p>Professional development is connected to the standards’ purpose or intent, but not as the anchor and framework throughout all planning phases.</p> <ul style="list-style-type: none"><li>• Data collection from needs assessment</li><li>• Design of professional development</li><li>• Implementation of professional development</li><li>• Evaluation of professional development</li></ul>	<p>Professional development loses focus of the goal, priority, standard and the intent of the professional development.</p> <ul style="list-style-type: none"><li>• Data collection from needs assessment</li><li>• Design of professional development</li><li>• Implementation of professional development</li><li>• Evaluation of professional development</li></ul>
<b>Standard 2: Professional Development is job embedded and includes follow-up</b> ( <i>e.g., action research, study groups, online/collegial support networks, peer interaction, peer review, mentoring, coaching, modeling, demonstration, collegial feedback, personal reflection, collaborative-problem solving, analysis of student work, self directed learning</i> ).	<p>Professional development emphasizes a sustained job- embedded structure, provides for supportive networks, continuous reflection, evaluation, and follow-up that results in job-embedded learning focused on the daily work of teaching and learning.</p>	<p>Professional development uses job-embedded standards that provide for supportive networks, continuous reflection, and evaluation and follow up that results in job-embedded learning focused on the daily work of teaching and learning.</p>	<p>Professional development is recognized as a continuous activity but is only viewed in traditional delivery models.</p>	<p>Professional development is a recognized activity, but is only viewed in traditional delivery models.</p>

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<b>Standard 3: Professional Development focuses on what learners are to know and be able to do to support student learning and well being based on:</b> <ul style="list-style-type: none"><li>• <b>National standards</b> (<i>e.g., content, leadership, teacher, safety, transportation, nutrition, health</i>)</li><li>• <b>Kentucky Learning Goals</b></li><li>• <b>Academic Expectations</b></li><li>• <b>Program of Studies</b></li><li>• <b>Core Content for Assessment</b></li><li>• <b>Performance Standards/ Student Performance Level Descriptions (PLD)</b></li><li>• <b>Character Education</b></li><li>• <b>District/school aligned curriculum</b></li></ul>	<p>The content provides an in-depth study of significant concepts and issues defined by and aligned to the standards within a system supportive of teaching and learning.</p>	<p>The content provides an in-depth study of significant concepts and issues where performance expectations for learning are defined by and aligned to the standards.</p>	<p>The content provides concepts and issues that align with the standards.</p> <p>Performance expectations for the learning are identified.</p>	<p>The content is identified.</p>
<b>Standard 4: Professional Development actively engages learners in the use of effective, varied, and research based practices to improve student and staff performance and reduce barriers to learning</b> ( <i>e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contract matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management</i> ).	<p>Professional development is purposeful and intentional in the selection of research-based practices and learning activities focused on the relevance to learner needs.</p> <p>Participants have multiple, sequenced opportunities to engage in modeling, guided feedback, and application of learning in authentic contexts over time.</p>	<p>Professional development is purposeful and intentional in the selection of research-based practices and learning activities focused on the relevance to learner needs.</p> <p>Participants have the opportunity to engage in modeling, guided feedback, and application of learning in authentic contexts.</p>	<p>Professional development includes a variety of research-based practices.</p> <p>Participants practice the strategies.</p>	<p>Professional development includes practices that lack focus on learner needs or intended results. Strategies are primarily presenter directed.</p>

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<b>Standard 5: Professional Development develops leadership capacity of teachers, administrators, council members and others in the school community</b> <i>(e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).</i>	<p>The design promotes professional growth of all relevant leadership roles to guide continuous instructional improvement, sustained learning communities and support adult learning and collaboration</p> <p>The design establishes a system to sustain opportunities for networking and problem solving over time.</p>	<p>The design promotes professional growth of all relevant leadership roles to guide continuous instructional improvement, sustained learning communities and support adult learning and collaboration.</p>	<p>The design includes, content for leadership or select roles.</p>	<p>The design does not include developing leadership capacity.</p>
<b>Standard 6: Professional Development is data and results driven.</b>	<p>Relevant data is used systematically and intentionally in planning, providing feedback during delivery, and the evaluation of impact during and after implementation. Data is comprehensive and comes from a variety of sources.</p> <p>A comprehensive evaluation focuses on acquisition or refinement of knowledge and skills, the impact of learning on practice and the impact of practice on student learning.</p>	<p>Relevant data is systematically used in planning, providing feedback during delivery, and the evaluation of impact during and after implementation.</p> <p>The evaluation focuses on acquisition or refinement of knowledge and skills and the impact of learning on practice.</p>	<p>Data is used in some of the following stages: planning, providing feedback during delivery, and the evaluation of impact during and after implementation.</p> <p>The evaluation focuses on participant satisfaction with the professional development.</p>	<p>Data is not used.</p>
<b>Standard 7: Professional Development fosters an effective learning community, which supports a culture and climate conducive to performance excellence.</b>	<p>Professional development is organized around shared interest, shared responsibilities, joint work, and thoughtful inquiry and reflection that support continuous examination and refinement of practice.</p> <p>Professional Development provides the opportunity and tools for sustaining the learning community at the district and school levels.</p>	<p>Professional development is organized around shared interests, shared responsibilities, joint work, and thoughtful inquiry and reflection that support continuous examination and refinement of practice.</p>	<p>Professional Development provides opportunities for learners to be engaged in discussion, reflection and examining practice.</p>	<p>Professional Development involves isolated, discrete learning tasks with limited or no opportunity to collective inquiry and examination.</p>

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<b>Standard 8: Professional Development facilitates the removal of barriers to learning in an effort to meet each student’s needs</b> ( <i>e.g., intellectual, social, career, cultural, and developmental</i> ).	The design is culturally responsive and evidences differentiated instruction intentionally matched to meet individual student needs. It provides a catalyst for change through thoughtful examination of practice.	The design is culturally responsive, evidences differentiated instruction and provides a catalyst for change.	The design identifies barriers to learning and includes varied learning tasks.	Professional Development does not address removal of barriers to learning.
<b>Standard 9: Professional Development is planned collaboratively</b> ( <i>e.g., cross agency teams, branches, divisions, regions, offices, schools, districts</i> ); <b>and organized to maximize the collaborative use of all available resources to support high student and staff performance</b> ( <i>e.g., planning, time, staff, technology, funding sources</i> ).	Cross agency collaborative planning is intentionally organized around shared goals and joint work.  Cross agency resources are deliberately maximized.  Technology is used extensively to support and enhance collaboration.	Cross agency collaborative planning time is regularly scheduled to allow collaboration among staff.  Cross agency resource allocations are pooled.  Technology is intentionally used to support and enhance collaboration.	Planning time is occasionally scheduled to allow collaboration within staff.  There is some pooling of professional development funding.  Technology is used minimally to support and enhance collaboration.	Collaborative planning time is not available.  Financial resources available for professional development are not pooled. Technology is not deliberately used to support and enhance collaboration.
<b>Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates a clear purpose, direction, and action plan to support teaching and learning.</b>	The long-range comprehensive plan permeates the collective work of all members in the organization.	A common agenda outlines a comprehensive, long-range plan aligned to needs and priorities relative to what staff needs to know based on expectations for students. Clear guiding or essential questions focus the professional development.	The agenda and action plan describes the content and states the purpose.	The agenda and action plan loses the focus, purpose, and direction agency.
<b>Standard 11: Professional development is grounded in the critical attributes of adult pedagogy</b> ( <i>e.g., multiple intelligences, learning styles, choice, connections to work, guided practice, feedback, processing and integrating time, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal inquiry and self-reflection, support system, collegial networks</i> ).	The design engages learners in challenging and complex-learning experiences focused on solving specific job-related issues with colleagues.  Learners are involved in the development of learning experiences and focusing the purpose of learning.	The design engages learners in the selection and choice of challenging and complex-learning experiences focused on solving specific, job-related issues with colleagues.	The design engages learners in learning experiences focused on solving general issues provided by the presenter.	The design has learners participate in learning tasks.